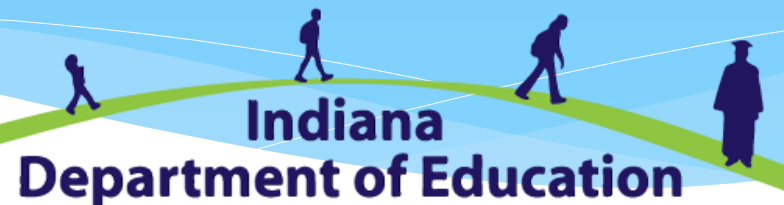


Indiana's Student-Centered Accountability System



Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction



Indiana's Student-Centered Accountability System

School grades are calculated based on three domains: Performance, Growth, and Multiple Measure.

Within each domain there are several components that a school must have in order to calculate a school grade.

1. Growth indicators utilize individual student data from year-to-year to calculate scores in grades 4-10.

- **English/Language Arts Score**
Higher & Lower
Performing Students Growth Score
- **Mathematics Score**
Higher & Lower
Performing Students Growth Score



2. Performance indicators utilize current data points to calculate scores in grades 3-10.

- **English/Language Arts Score**
Student Passing & Participation Rate
- **Mathematics Score**
Student Passing & Participation Rate

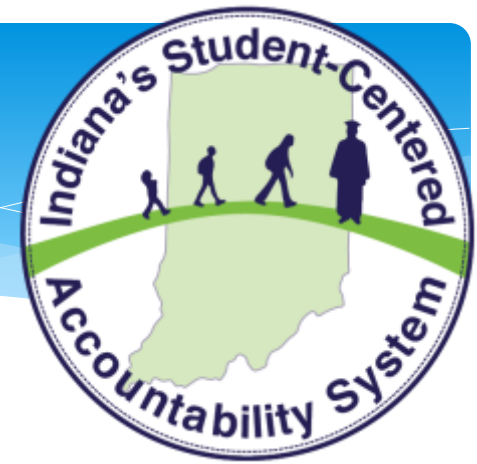
3. Multiple Measures indicators utilize current data points to calculate scores in grades 11-12.

- **Graduation Score**
12th Grade Students
Graduation Rate
- **College & Career Readiness Score**
11th Grade Students
Participation Rate

Final Score: A final grade will be given to each school based on their total score, using the following scale:

A	B	C	D	F
100.0 – 90.0	89.9 – 80.0	79.9 – 70.0	69.9 – 60.0	59.9 – 0.00

State Expectations

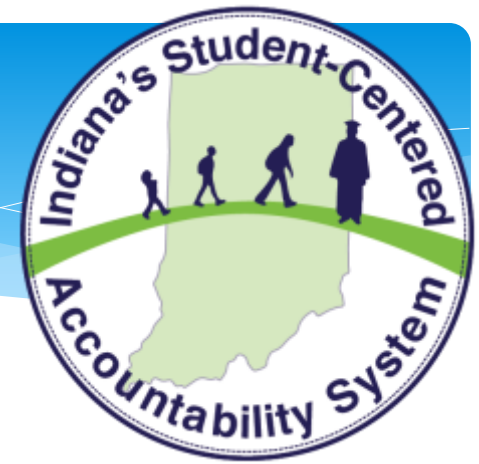


- * The adoption of 2013 HEA 1427 established the following:
 - * IC 20-31-8-2(b) Compare the academic performance and growth of the individual students in each school and each school corporation with the prior academic performance and growth of the individual students in the school or school corporation and not to the performance of other schools or school corporations.
 - * IC 20-31-8-3 The state board shall establish a number of categories, using an "A" through "F" grading scale, to designate performance based on the individual student academic performance and growth to proficiency in each school.
- * The change in statute triggered evaluation and revision of the accountability system.



The MOU

Established the Panel to carry out the following duties:

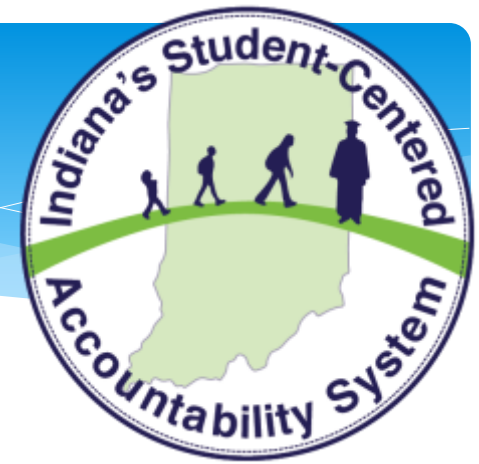


1. Make recommendations regarding the A-F accountability system, including recommendations regarding measurements based on individual academic performance and growth to proficiency and avoiding recommendations based on measurement of student performance or growth compared with peers.
2. Consider a wide range of data in making its recommendations.
3. Examine other states' accountability systems to look for innovative solutions.
4. Ensure the fairness of any recommended accountability system.



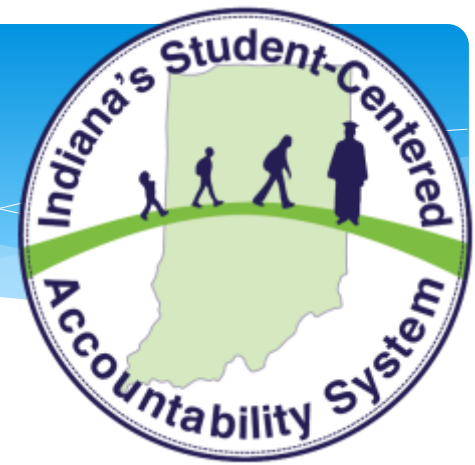
The MOU

Established the Panel to carry out the following duties:



5. Compose a final report with recommendations no later than November 1, 2013.
6. Exist until after the deadline for such report until December 31, 2013, for the purpose of receiving and investigating any clarifying questions posed by the State Board of Education, the Indiana Department of Education, the Governor, the House, or the Senate, unless otherwise extended or disbanded by the terms of the MOU.

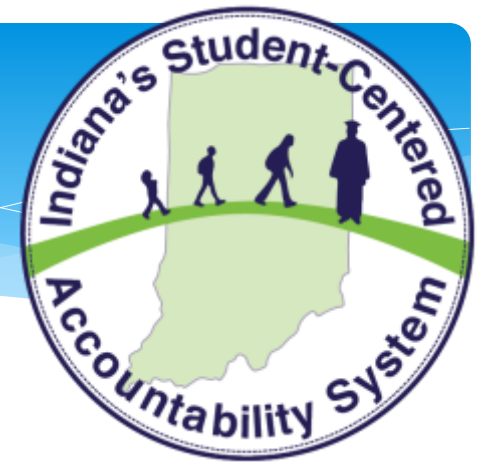




Journey of the Accountability System



The Journey of the accountability system

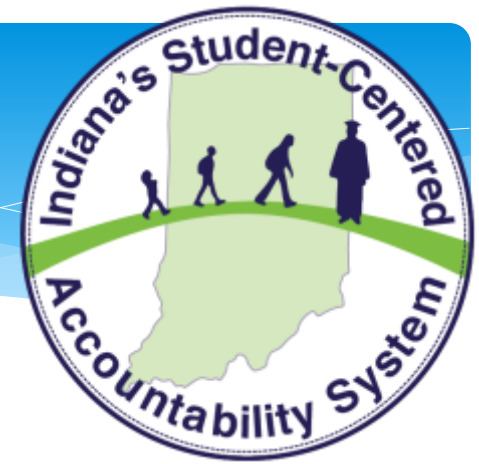


- * The panel met 13 times between September 19, 2013 and September 22, 2014 first defining then refining recommendations for an accountability system.
- * The Panel started the journey by reviewing common vocabulary, assessment data availability and non-assessment data availability.
- * The Panel reviewed the State and Federal expectations for accountability systems.



The Panel

Defined values for an accountability system:



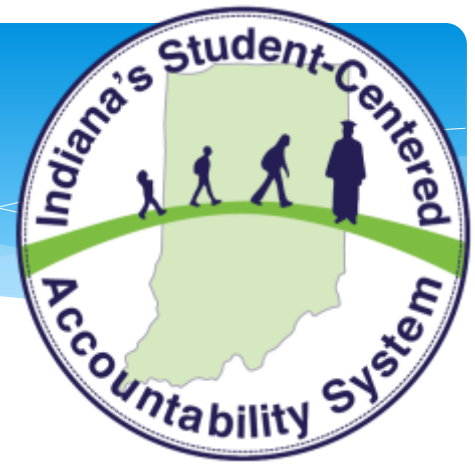
1. Growth for all students is highly valued and schools should be rewarded for individual student growth.
2. The model should be clear, understandable, fair, and transparent. Schools should be able to understand the statistical calculations and be able to use the data to inform instruction.
3. Multiple data points should inform both growth and performance.
4. The model should allow for flexibility for changes in assessments, allow for all configurations of schools, and align with federal Title I category requirements.



Resolutions

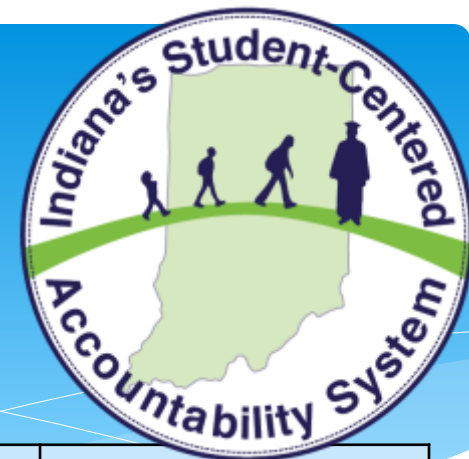
Four resolutions were considered by the Panel:

- Overall Framework
- Performance
- Growth
- Multiple Measure



Framework

The accountability Panel make the following recommendations for the framework of the system:



Overall		Implemented 2012 A-F System		Proposed 2015 A-F System	Student Centered Change Detail
		Elementary	High School		
Scale		0.00 to 4.00	0.00 to 4.00	0.0 to 100.0	<ul style="list-style-type: none"> • Allows for fair and transparent assignment of points. • Points are assigned with more precision based on actual pass rates.
Category Placement	A	3.51 to 4.00	3.51 to 4.00	90.0 to 100.0	<ul style="list-style-type: none"> • Categories are based on a common grade scale that is easy for stakeholder to understand.
	B	3.00 to 3.50	3.00 to 3.50	80.0 to 89.9	
	C	2.00 to 2.99	2.00 to 2.99	70.0 to 79.9	
	D	1.00 to 1.99	1.00 to 1.99	60.0 to 69.9	
	F	0.00 to 0.99	0.00 to 0.99	0.0 to 59.9	
Measures	Count	2	4	3	
	Domains	English/Language Arts; Math	English/Language Arts; Math; College and Career Readiness; Graduation	Performance; Growth; Multiple Measure	<ul style="list-style-type: none"> • Growth for all students is highly valued. A separate domain allows that value to be reflected in the model.
Applicable Grades		3-8	10;12	3-12	<ul style="list-style-type: none"> • Reflects the resolutions from Education Roundtable and SBOE concerning tested grades 03-10 and the inclusion of grade 11 assessment participation.

Indiana Department of Education
2015-16 SAMPLE Indiana Student-Centered Accountability System
SAMPLE School of Indiana (1234)

	Grades 03-10			Grade 11		Grade 12			Overall		
Performance											
	Pass Rate	Participation Rate	Points	Participation Rate	Points	Rate	Points	Points	Weighting	Final Points	
Math									0.500		
English/Language Arts									0.500		
Total Performance Points:								1.000	0.000		
Growth											
	Higher Performing Observed Growth Points	Lower Performing Observed Growth Points	Points			Improvement	Points	Points	Weighting	Final Points	
Math									0.500		
English/Language Arts									0.500		
Total Growth Points:								1.000	0.000		
Multiple Measure											
	Pass Rate	Participation Rate	Points	Participation Rate	Multiplier	Graduation Rate	Return On Investment	Points	Points	Weighting	Final Points
CCR Achievement										0.500	
Graduation										0.500	
Total Multiple Measure Points:								1.000	0.000		
Overall											
	03-08	09-10	11			12			Total		
Enrollment Count									0.00		
Enrollment Ratio											
Performance:											
Growth:											
Multiple Measures:											
Overall Points: 100 (0.000)											
Overall Grade:											

Indiana Department of Education
2015-16 SAMPLE Indiana Student-Centered Accountability System
SAMPLE School of Indiana (1234)

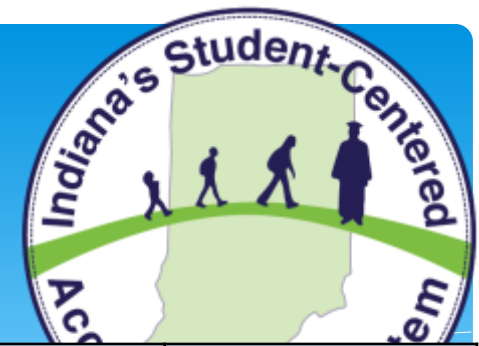
	Grades 03-10			Grade 11		Grade 12			Overall			
Performance												
	Pass Rate	Participation Rate	Points	Participation Rate	Points	Rate	Points	Points	Weighting	Final Points		
Math	89.5	0.98	89.5						89.50	0.500	44.750	
English/Language Arts	87.5	0.98	87.5						87.50	0.500	43.750	
Total Performance Points:									1.000	88.500		
Growth												
	Higher Performing Observed	Lower Performing Observed	Points			Improvement	Points	Points	Weighting	Final Points		
Math	85.71	107.54	96.625					96.63	0.500	48.313		
English/Language Arts	92.2	100	96.1					96.10	0.500	48.050		
Total Growth Points:									1.000	96.363		
Multiple Measure												
	Pass Rate	Participation Rate	Points	Participation Rate	Multiplier	Graduation Rate	Return On Investment	Points	Points	Weighting	Final Points	
CCR Achievement										0.500		
Graduation										0.500		
Total Multiple Measure Points:									1.000	0.000		
Overall												
	03-08		09-10		11		12		Total			
Enrollment Count	350		0		0		0		350.00			
Enrollment Ratio	1.00		0.00		0.0		0.00		1.00			
									Performance:	88.50	0.500	44.250
									Growth:	96.36	0.500	48.182
									Multiple Measures:	0.00	0.000	0.000
									Overall Points:			92.432
									Overall Grade:			A

SAMPLE School of Indiana (1234)

	Grades 03-10			Grade 11		Grade 12			Overall		
Performance											
	Participation		Points	Participation	Points	Rate		Points	Points	Weighting	Final Points
	Pass Rate	Rate		Rate							
Math	73.6	0.988	73.6						73.60	0.500	36.800
English/Language Arts	69.8	0.953	69.8						69.80	0.500	34.900
Total Performance Points:									1.000	71.700	
Growth											
	Higher Performing Observed Growth Points	Lower Performing Observed Growth Points	Points			Improvement		Points	Points	Weighting	Final Points
Math	53.3	107.2	80.25			98.2		98.2	86.22	0.500	43.112
English/Language Arts	63.3	93.8	78.55			88.5		88.5	81.86	0.500	40.929
Total Growth Points:									1.000	84.042	
Multiple Measure											
	Participation		Points	Participation	Multiplier	Return On Investment		Points	Points	Weighting	Final Points
	Pass Rate	Rate		Rate		Rate	Investment				
CCR Achievement				0.875	0.875	26.5		100	87.50	0.500	43.750
Graduation						95.6	2.3	97.9	100.00	0.500	50.000
Total Multiple Measure Points:									1.000	93.750	
Overall											
	03-08	09-10	11	12	Total						
Enrollment Count	0	250	125	125.00	500.00						
Enrollment Ratio	0.00	0.50	0.25	0.25	1.00						
Performance:									71.70	0.2000	14.340
Growth:									84.04	0.2000	16.808
Multiple Measures:									93.75	0.6000	56.250
Overall Points:									87.398		
Overall Grade:									B		

Performance

The Accountability Panel makes the following recommendations for the performance domain of the system:



	Data Elements Alignment:	2012 A-F System		Proposed 2015 A-F System	Student Centered Change Detail
	Grade Span:	3-8	10	3-10	
Performance	Math Pass Rate	Percent students taking and passing state assessment	Percent students taking and passing state assessment	Percent students taking and passing state assessment	---
	Math Participation	Percent students participating in state assessments	Percent 10th grade cohort participating in state assessments	Percent students participating in state assessments	<ul style="list-style-type: none"> • Display as a separate metric. • Use as a multiplier consistently in grades 03-10.
	ELA Pass Rate	Percent students taking and passing state assessment	Percent students taking and passing state assessment	Percent students taking and passing state assessment	---
	ELA Participation	Percent students participating in state assessments	Percent 10th grade cohort participating in state assessments	Percent students participating in state assessments	<ul style="list-style-type: none"> • Display as a separate metric. • Use as a multiplier consistently in grades 03-10.

Growth

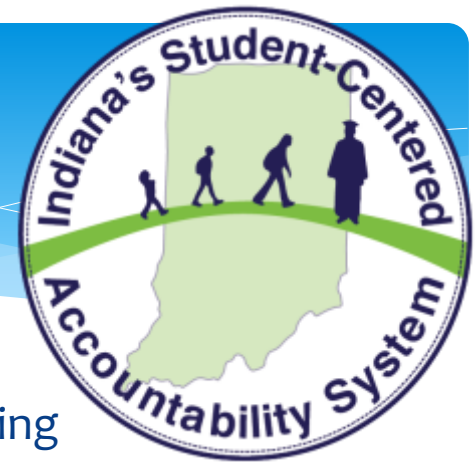
The Accountability Panel makes the following recommendations for the growth domain of the system:



	Data Elements Alignment:	2012 A-F System		Proposed 2015 A-F System	Student Centered Change Detail
	Grade Span:	3-8	10	3-10	
Growth	English Language Arts and Math Growth	Bottom 25% High Growth: Percent of students in lower quartile achieving high growth per 1 Year Projected Target.	Improvement Grade 08 to Grade 10: Change in pass percent between grade 08 and grade 10.	Lower Performing Observed Growth: Average growth points for students in the lower quartile.	<ul style="list-style-type: none"> • Use Observed Growth metric. • Apply points for student growth.
		Top 75% High Growth: Percent of students in upper three quartiles achieving high growth per 1 Year Projected Target.		Higher Performing Observed Growth: Average growth points for students in the upper three quartiles.	<ul style="list-style-type: none"> • Use Observed Growth metric. • Apply points for student growth.
		Overall Low Growth: Percent of students in achieving low growth per normed percentile calculations.		---	---

Growth

New Model



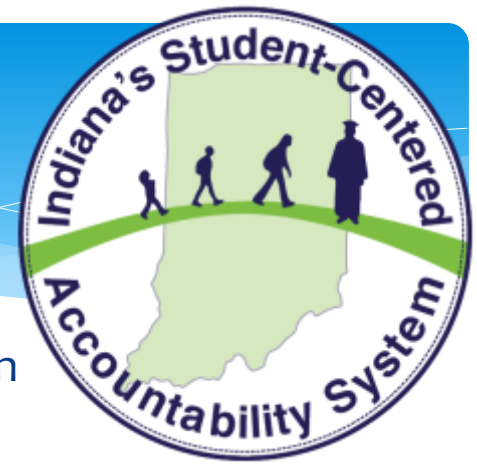
Based upon IC 20-31-8-5.4, the Department of Education proposes to the Accountability System Review Panel the following standards for the growth metric within the accountability system:

- * Individual student growth should be utilized in the accountability system.
- * Student growth should be a criterion metric within the accountability system.
- * Growth should be a metric relatively independent of school performance status. The metric should have low correlation to performance. The data display should clearly illustrate both components.
- * Growth should incentivize progress toward proficiency in non-proficient students and continued growth in proficient students.
- * Growth should deter a decline in individual student performance levels.



Growth

New Model



Two key elements had to be defined to incorporate growth in an accountability system:

- * **Growth Measure** - The “what”

Determine which data element should be used to measure student growth in the accountability system. This includes selecting the type of growth to be used as well as the specific data elements.

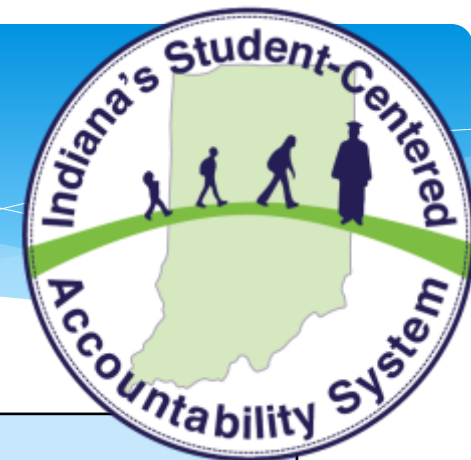
- * **Metric Application** - The “how”

Determine how the data element should be used in the accountability system. This included selecting how the data is translated into points within the accountability system.



Observed Growth

Option D (f2) Values Table



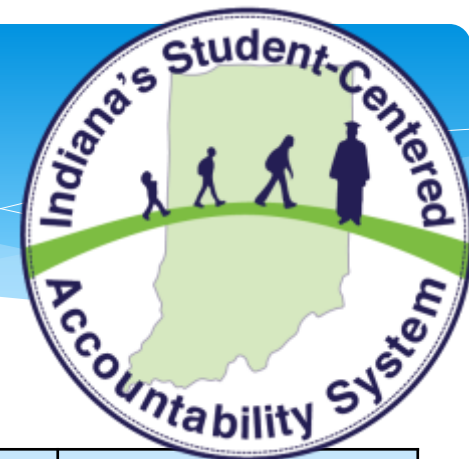
Prior Year Status	Observed Growth					
	Negative Movement		Static Movement		Positive Movement	
	Target Range	Points	Target Range	Points	Target Range	Points
PP2	1-41	75	42-66	125	67-99	150
PP1	1-39	75	40-64	125	65-99	150
P3	1-36	50	37-61	100	62-99	125
P2	1-34	50	35-59	100	60-99	125
P1	1-31	50	32-56	100	57-99	125
DNP3	1-29	0	30-54	50	55-99	100
DNP2	1-26	0	27-51	50	52-99	100
DNP1	1-24	0	25-49	50	50-99	100



Growth

Grade 12

The Accountability Panel makes the following recommendations for the growth domain of the system:



	Data Elements Alignment:	2012 A-F System	Proposed 2015 A-F System	Change Detail
	Grade Span:	12	12	12
Growth	Math Growth	Improvement Grade 10 to Grade 12: Percent of students not passing ECA by the end of 10th grade year passing ECA by graduation.	Improvement Grade 10 to Grade 12: Percent of students not passing ECA by the end of 10th grade year passing ECA by graduation.	---
	ELA Growth	Improvement Grade 10 to Grade 12: Percent of students not passing ECA by the end of 10th grade year passing ECA by graduation.	Improvement Grade 10 to Grade 12: Percent of students not passing ECA by the end of 10th grade year passing ECA by graduation.	---



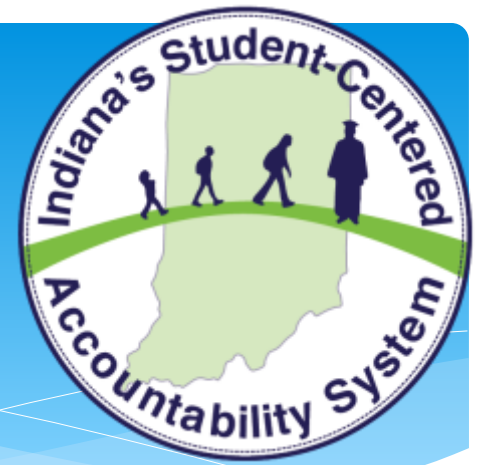
Multiple Measure

The Accountability Panel makes the following recommendations for the Multiple Measure domain of the system:



	Data Elements Alignment:	2012 A-F System	Proposed 2015 A-F System	Change Detail	2012 A-F System	Proposed 2015 A-F System	Change Detail
	Grade Span:	11	11	11	12	12	12
Multiple Measure	Graduation Rate	NA	NA	NA	Four year graduation rate	Four year graduation rate	---
	Graduation Return On Investment Ratio	NA	NA	NA	---	Change in four year to five year graduation rate.	• Include out of cohort students not otherwise reflected in accountability system.
	College and Career Readiness	NA	NA	NA	Percent of students achieving CCR indicators: DC, IB, IC, AP	Percent of students achieving CCR indicators: DC, IB, IC, AP	---
	College and Career Readiness Assessment Participation	---	Percent of students not obtaining CCR indicator by end of 10th grade year achieving indicator by graduation	<ul style="list-style-type: none"> • Use the percent of grade 11 students participating in college and career ready assessments. • Use a multiplier for college and career readiness achievement. 	NA	NA	NA

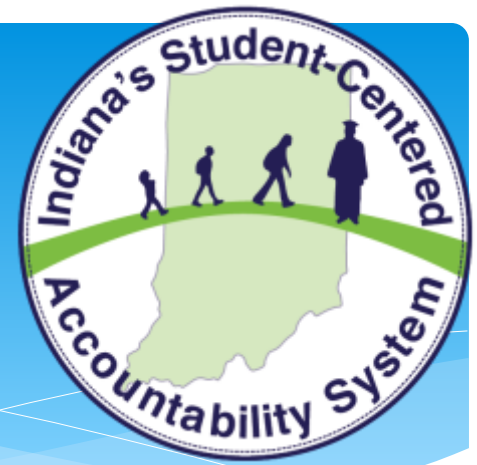
Next Steps



- Rule making timeline
 - Public hearing and comment
 - Data pilot
- Transition plan for baseline Observed Growth
- Communication plan



Contact Info



- For questions, please email the IDOE School Accountability at SchoolAccountability@doe.in.gov or Debbie Dailey at dgdailey@doe.in.gov

